



Latta Elementary

122 Latimer Street
Latta, South Carolina

Grades	2-5 Elementary School	
Enrollment	454 Students	
Principal	Debra P. Morris	843-752-5295
Superintendent	Dr. John M. Kirby, Jr.	843-752-7101
Board Chair	Betty Jo Johnson	843-774-1412

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Average
2006	Average	Average
2005	Average	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

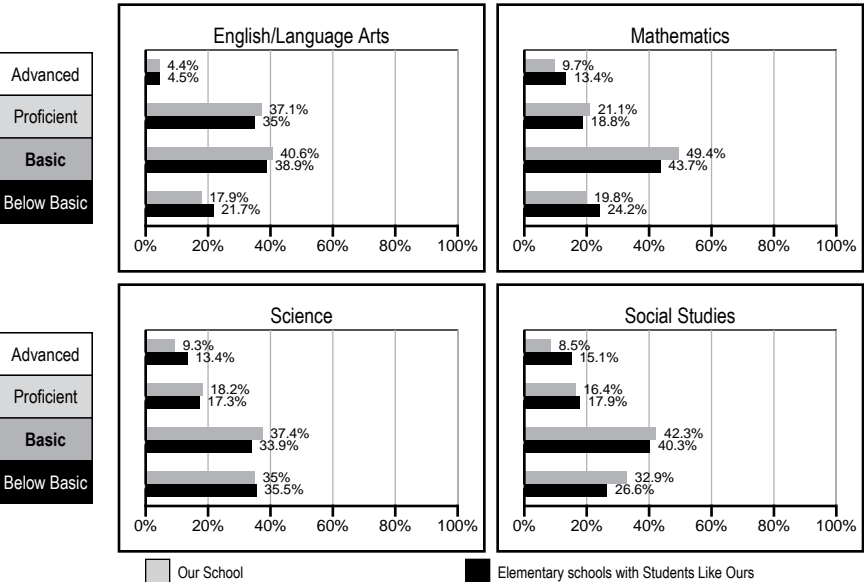
95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=454)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.3%	Down from 1.5%	2.8%	2.3%
Attendance rate	96.6%	Up from 96.5%	96.1%	96.3%
Eligible for gifted and talented	3.8%	Down from 7.0%	9.5%	10.4%
With disabilities other than speech	7.3%	Up from 6.4%	8.7%	7.5%
Older than usual for grade	0.7%	Down from 1.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	50.0%	Up from 46.7%	57.4%	56.7%
Continuing contract teachers	78.1%	Down from 80.0%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 72.7%	86.8%	86.4%
Teacher attendance rate	96.9%	Up from 94.3%	94.8%	94.9%
Average teacher salary	\$40,073	Up 6.8%	\$45,332	\$45,345
Professional development days/teacher	11.0 days	Up from 8.6 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 20.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	92.9%	Up from 89.1%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,893	Up 0.9%	\$6,897	\$7,052
Percent of expenditures for instruction*	60.3%	Up from 58.4%	68.9%	69.1%
Percent of expenditures for teacher salaries*	56.8%	Up from 55.0%	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Latta Elementary School, serving 2nd – 5th grades, is respected throughout the Pee Dee area for the quality of education provided to children in this community.

Special opportunities offered to students at Latta Elementary include a well-established speech program and special education. Our media center offers publishing opportunities, research guidance, and materials that meet the needs of a wide range of literacy levels. The media center also houses our morning WVIK-Kid News program. Computers and printers are in every classroom, and two computer labs are set up for student use with a wide variety of educational software, student email accounts and supervised Internet access. Each classroom is equipped with a VISTA system and LightSPEED microphones. Along with each professional staff member having their own laptop, scanners and digital cameras are available for use as well.

We have an energetic and committed, highly-qualified staff who continues growth through courses, seminars, and workshops. Our schedule allows for teachers to have a school-wide planning period, providing further opportunity for professional development. Our schedule allows for daily focus group periods in which all teachers focus on specific weaknesses (as identified by the Measures of Academic Progress assessment) in math, reading, and language usage.

Special events occur throughout the year to recognize students for good behavior and academic success. Our community support continues in our donations to the American Heart Association and March of Dimes.

Latta Elementary School fulfills the beliefs of providing a quality education for all children and creating a lifelong community of learners.

Kelly Sellers, SIC Chair
Debra Morris, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	101	85
Percent satisfied with learning environment	100.0%	93.0%	89.4%
Percent satisfied with social and physical environment	100.0%	87.1%	83.5%
Percent satisfied with school-home relations	81.8%	91.1%	86.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	337	100	17.5	39.7	36.6	6.2	52	38.3	48.2	Yes	Yes
Gender											
Male	154	100	22.4	37.4	33.3	6.8	46.9	34.1	41.7	N/A	N/A
Female	183	100	13.5	41.6	39.3	5.6	56.2	42	55	N/A	N/A
Racial/Ethnic Group											
White	200	100	12.4	34	46.4	7.2	60.3	48.2	60	Yes	Yes
African American	127	100	24.8	48.8	23.1	3.3	41.3	25.2	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	30	100	56.7	16.7	6.7	20	16.7	10.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	237	100	22.1	42.9	29.2	5.8	44.7	29	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	337	100	19.4	48.3	21.2	11.1	45.5	42.3	45.8	Yes	Yes
Gender											
Male	154	100	19	49	19.7	12.2	45.6	43.6	45.6	N/A	N/A
Female	183	100	19.7	47.8	22.5	10.1	45.5	41.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	200	100	11.3	45.4	29.4	13.9	55.7	52.6	59	Yes	Yes
African American	127	100	30.6	53.7	9.9	5.8	30.6	28.6	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	30	100	56.7	13.3	10	20	23.3	11.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	237	100	26.5	49.1	16.4	8	36.3	32	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	226	100	34.4	36.7	18.3	10.6	28.9	22.2	35.7	96.6	95.9
Gender											
Male	100	100	31.6	32.6	21.1	14.7	35.8	26.8	37.4	96.6	95.6
Female	126	100	36.6	39.8	16.3	7.3	23.6	17.9	33.8	96.6	96.1
Racial/Ethnic Group											
White	133	100	24.6	37.7	25.4	12.3	37.7	31.5	49.2	96.3	95.6
African American	85	100	47.5	37.5	6.3	8.8	15	10.4	17	97.1	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.4	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.4	96.7
Disability Status											
Disabled	22	100	54.5	27.3	4.5	13.6	18.2	12	14	95.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.4	98.3	99.2
Socio-Economic Status											
Subsided meals	162	100	40.9	35.1	14.9	9.1	24	16	21.1	96.3	95.4

Social Studies

All Students	226	100	32	41.6	16.9	9.6	26.5	19.5	34	96.6	95.9
Gender											
Male	100	100	27.1	39.6	21.9	11.5	33.3	24.5	36.6	96.6	95.6
Female	126	100	35.8	43.1	13	8.1	21.1	15.2	31.3	96.6	96.1
Racial/Ethnic Group											
White	132	100	28.3	43.3	18.1	10.2	28.3	21.8	44.5	96.3	95.6
African American	88	100	38.4	38.4	15.1	8.1	23.3	16.2	19.1	97.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.4	96.7
Disability Status											
Disabled	18	100	50	16.7	16.7	16.7	33.3	18.4	14.4	95.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	96.1
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.3	98.3	99.2
Socio-Economic Status											
Subsided meals	156	100	37.3	43.3	12	7.3	19.3	13.2	21	96.3	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	104	100	8.2	36.1	49.5	6.2	55.7
	4	112	100	19.1	50	28.2	2.7	30.9
	5	119	99.2	31.9	48.7	15.9	3.5	19.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	11.9	32.1	41.3	14.7	56
	4	113	100	16.4	40	43.6	0	43.6
	5	109	100	24.5	47.2	24.5	3.8	28.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	104	100	16.5	60.8	21.6	1	22.7
	4	112	100	16.4	39.1	27.3	17.3	44.5
	5	119	99.2	23	43.4	20.4	13.3	33.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	25.7	47.7	16.5	10.1	26.6
	4	113	100	15.5	50.9	23.6	10	33.6
	5	109	100	17	46.2	23.6	13.2	36.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	100	48.9	44.7	4.3	2.1	6.4
	4	112	100	33	29.4	23.9	13.8	37.6
	5	59	98.3	47.2	34	13.2	5.7	18.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	40.7	33.3	20.4	5.6	25.9
	4	113	100	24.5	41.8	20	13.6	33.6
	5	55	100	48.1	29.6	13	9.3	22.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	24.5	40.8	24.5	10.2	34.7
	4	112	100	26.6	48.6	16.5	8.3	24.8
	5	63	98.4	56.1	22.8	10.5	10.5	21.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	19.6	55.4	17.9	7.1	25
	4	113	100	27.3	44.5	16.4	11.8	28.2
	5	55	100	54.7	20.8	17	7.5	24.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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